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ABSTRACT

This publication links the factors affecting the quality of the individual teacher to the broader set of conditions most likely to promote and sustain the quality of teaching generally. Chapter 1 provides a brief survey of some of the main currents in educational policy and practice of the past 25 years, including the cost of education and the way in which funds are used, the extent and nature of public criticisms of education, teachers' morale; and changes in teachers' work. Chapter 2 outlines some characteristics of the teaching work force as it was in 1989. Chapter 3 examines teachers' work, particularly the definition and structure of teachers' work, the physical conditions and human environment of schools, and relations with parents. Chapter 4 is concerned with formal means of supporting teachers' professional growth, including preservice education, induction, internship, inservice education and training, and appraisal. Chapter 5 discusses issues related to teachers' careers. Chapter 6 reviews issues related to public confidence in schooling. Chapter 7 briefly outlines issues related to change and improvement. Three appendixes provide: the initial issues paper; the list of respondents; and selected material from the National Conference on Development, Planning and Review--April 1990. (IAH)

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